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ABSTRACT

An outcomes orientation is examined as the dominant focus for formulating improvements in a college's planning, management, and evaluation (PME) system. Outcomes are seen as individual (produced by college personnel or students), program related, or institutional. An outcomes orientation to PME has the advantages of relating to the quality of service provided, the impact on students and community, the accountability to groups outside the institution, the productivity of results in terms of resources used, and the ability for clearer statements of expectations and responsibilities in administrative functions. Technical considerations incorporated in this system include: administrative perspectives on accountability, types of outcomes, administrative processes, and organizational levels; concepts related to administrative processes; tools related to design and implementation of the PME model; and planning, managing, and evaluating techniques. Implementation of the system entails college and administrator readiness factors, strategies for introducing the change, and stages of development of the model. Efforts by two community colleges to use the outcomes method are described and an appendix presents examples of tools used to implement the model. A bibliography is also included. (MB)

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# Outcomes Oriented Planning, Management, and Evaluation

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# OUTCOMES ORIENTED
# PLANNING, MANAGEMENT, AND EVALUATION

**September, 1978**

Charles J. Kinnison, Ed. D.
Senior Associate
McManis Associates, Inc.

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## 1.0 INTRODUCTION

All professionals associated with colleges and universities are seeking ways to more effectively respond to the multitude of challenges they face. A few brief conversations with teachers, counselors and administrators can readily illustrate the point. Teachers are seeking ways to effectively teach both traditional and non-traditional students. Counselors seek better ways to help students gain greater influence on the direction of their own career. And, administrators seek ways that will enable their institutions to become more responsive to educational needs while trying to become more accountable for the services provided.

There are many efforts by professionals in each field to devise effective responses to current challenges. The more successful among the various patterns of response seem to be those that use a systematic approach in some way. A systematic approach typically involves attention to the resources, processes and outcomes of an institution or professional practice in addition to an understanding of the needs being served.

Many colleges and universities have used a common framework for designing their own responses to challenges such as the need to increase responsiveness and accountability. This particular framework is based on a view that managing the institution requires performing the functions of planning, management and evaluation. The premise follows that an institution can improve the responses to challenges it faces by improving its capability to perform the functions of planning, management and evaluation.

We can benefit by examining the framework used by other institutions to refine their systems for planning, management and evaluation (PME). A review of their experiences reveals a variety of approaches. Many PME refinements undertaken by these institutions were designed to be consistent with some dominant focus, general priciple, or theme. Some of the institutions focused on improved allocation and use of resources. Others attempted to improve institutional processes such as administrative procedures, methods and services.

A few institutions have chosen to focus on intended outcomes as a way of improving their PME systems. Two community colleges — Kalamazoo Valley Community College (KVCC) and College of the Mainland (COM) — have used an approach that focused on outcomes. The efforts by KVCC and COM are described in Chapter 4.0. The KVCC effort resulted in concepts, products and techniques that were useful for improving the college's PME system. Results of the COM effort included information about student outcomes used for data based decision making in relation to the college's budgets, objectives, strategies, and milestones.

This monograph will examine an ***outcomes orientation*** as the dominant focus for formulating improvements in a college's PME system. It will consider the various implications of adding an outcomes orientation to a PME system. The primary question addressed by this monograph then is "What are the potential implications if a community college moves toward an outcomes oriented PME for managing the institution?"

The examination of outcomes oriented PME is introduced by considering responses to challenges, examples of outcomes, and advantages of an outcomes orientation.

## RESPONSES TO CHALLENGES

The challenges facing community college administrators can realistically be cast in the form of dilemmas. Some of those dilemmas relate to: one, a squeeze between rising costs and stable revenues; two, demand by society for institutions to be both responsible for resources provided to them and yet responsive to needs for a variety of benefits; and three, the search for a balance between an institution's accountability and its autonomy.

These dilemmas are current versions of similar challenges that community colleges have faced for the past decade or longer. Yet they capture our attention more directly in recent years for several reasons. Some of those reasons are:

- *The rapid growth rate experienced by most community colleges in years past has now slowed, and some institutions have experienced enrollment declines;*
- *Many community colleges are committed to being simultaneously both sensitive and responsive to the needs of people in their service communities;*
- *Attempts by some community colleges to renew or increase the amount of revenue from local taxes have met voter reluctance;*
- *Public community colleges have recently encountered somewhat diminished favor by state legislatures when funds were appropriated; and*
- *Knowledge about instructional methods and supporting technology has increased making even wider the gap between what we know about effective teaching and what is actually practiced.*

The variety of responses to these dilemmas by community colleges have formed general patterns. General patterns of response by community colleges seem to have passed through three phases, each pertaining to a dominant focus— resources, processes and outcomes. In the first phase, colleges tend to focus on wise allocation and use of ***resources.*** Patterns of response in this phase include a variety of actions emphasizing increased revenues from various sources in addition to improved means for controlling expenditures. Patterns of response by colleges in the second phase show a shift toward focus on improved ***processes*** used for implementation of institutional programs and services. Improved procedures, policy clarification, and better planning (such as setting objectives) are typically emphasized. A third phase of general response pattern by colleges seems to be emerging at present. That phase appears to incorporate a focus on the ***outcomes*** provided by institutional programs and services, and the relationships of those outcomes to available resources and processes or strategies of implementation. Thus, the colleges' third phase of general response patterns incorporates the strengths of previous phases and extends them by adding an orientation toward outcomes.

Nearly every community college has experienced the first and second phases of these general response patterns. Administrators seem to consider the current focus on resources and processes as important, yet not sufficient. Now, administrators in many community colleges, especially those designated as developing institutions, are considering the advantages of an outcomes orientation for improving the administrative capability of their institutions. Thus, they seem to be entering the third phase response pattern. This increased interest in outcomes oriented PME suggests the need for personnel – administrators, faculty and staff – within such colleges to consider the implications of adding a new focus.

Examples of potential outcomes for a community college are given in the following section. It is followed by a section that lists some of the advantages of an outcomes oriented PME.

## EXAMPLES OF OUTCOMES

The term "outcome" is used in a variety of ways by different people. This is because no one definition has yet achieved common acceptance. Each person who uses the term when referring to higher education seems to ascribe the meaning he or she prefers.

***Alternate meanings.*** Some people use the term as though it has a specific and rather narrow meaning. One author even differentiated between "outcomes" and "outputs" in higher education. He said:

> Outputs are generally thought of as the goods and services that an organization makes available for use by clients. In human service organizations, ***activities*** are outputs. These outputs are obviously related to, but different from, outcomes. Outcomes are the benefits, the effects, or the impacts (or presumed impacts) of outputs on recipients. Thus, teaching is an output, while learning is an outcome.*(Holzer, 1978:6)*

In contrast, others use "outcome" as a generic term as though its meaning were general or imprecise. "Output" and "result" are sometimes considered to be synonymous for the term outcome. In this generic usage, an outcome is the intended result or consequence of an activity. *(Kinnison, 1976:10)*

The following examples of outcomes were selected from those now in use by community colleges. They fit the generic, or more general, meaning of "outcome" when applied to higher education. Examples are grouped in three categories – individual, program and institutional.

Consideration of individual outcomes is usually based on the proposition that outcomes result from the efforts and activities of people as they work individually or in groups. This leads to a corollary proposition that an organization, per se, can not be productive except as people individually contribute to its productivity. Thus it seems

evident that an outcome of an organization is the accumulation of contributed individual outcomes. If these propositions are acceptable, it is proper to consider examples of outcomes that are produced by individuals.

***Individual outcomes.*** Some of the outcomes listed here are examples of those produced by personnel employed by a college. Other outcomes given are exemplary of those produced by students, who are occasionally referred to as "clients" of the college.

**EXAMPLES OF INDIVIDUAL OUTCOMES**
**PRODUCED BY COLLEGE PERSONNEL**

- *Registrations recorded*
- *Financial aid awards to individual students*
- *Counseling sessions with individual students*
- *Class sections conducted*
- *Presentations given to community groups*
- *Budget requests prepared for cost centers*
- *Institutional research studies completed*
- *Announcements to students of job opportunities*

**EXAMPLES OF INDIVIDUAL OUTCOMES**
**PRODUCED BY STUDENTS**

- *Specified examinations passed*
- *Class sessions attended*
- *Specified competencies mastered*
- *Course grades earned*
- *Job offer accepted*

***Program Outcomes.*** A program that involves a set of activities and services produces outcomes that result from the accumulated efforts of one or more individuals. A program in this sense may be whatever an institution claims to be a program. A college may consider examples of programs to be : a series of courses in a curriculum; a department; a set of specified competencies expected of students; a major institutional function, such as financial assistance to students or custodial care of buildings; or any other combination of activities and outcomes to which individual employees contribute. Here are examples of program outcomes.

**EXAMPLES OF PROGRAM OUTCOMES**

- *Student applications processed*
- *Student registrations processed*
- *Student credit hours registered*
- *Class sections scheduled*
- *Students who completed each instructional program*
- *Students who pass certification or licensing examinations*

- *Payroll checks issued*
- *Purchase orders processed*
- *Continuing education classes scheduled*
- *Community service projects completed*
- *Social and cultural events held*

***Institutional outcomes.*** Institutional outcomes are the aggregated outcomes of programs and individuals. Moreover, institutional outcomes should be clearly specified, or derived from an institution's goals. Goals should be formulated so that they translate the institution's mission into discrete purposes toward which the college is working. Goals are considerably more clear and they provide useful guides to action by college personnel when the corresponding outcomes to be achieved are indicated. An outcome can serve as one component of a college's objective. Thus, outcomes provide the direct link needed to connect a college's objectives with its goals. The following list presents examples of institutional outcomes.

**EXAMPLES OF INSTITUTIONAL OUTCOMES**

- *Career guidance*
- *Classes*
- *Community services*
- *Continuing education*
- *Articulation*
- *Community development*
- *Facility use*
- *Financial aid*
- *Job referrals*
- *Instructional innovations*
- *Studies*
- *New facilities*
- *Personnel development*

Several characteristics of outcomes are illustrated by these examples. It is instructive to examine some of their characteristics. The examples show that college outcomes are:

- *Determined for several levels of activity within an institution ( Three levels illustrated by these examples — individual, program and institutional — seem to be emerging as the levels most commonly used in community colleges);*

- *Traceable back to the lowest level, i.e., the individual outcomes of personnel and/or students ( The flow presented by these examples was that individual outcomes aggregate to program outcomes which, in turn, aggregate to institutional outcomes);*

- *Links between goals and objectives for the institution, its programs, and individuals;*

- *Specific enough that qualitative, quantitative and cost measures can be determined as needed for each one (Further, aggregation to other levels does not significantly diminish this specificity. This characteristic permits outcomes to be measured at any level deemed appropriate in a college); and*

- *Unique to each institution's mission and goals. ( The outcomes determined for one college are not directly applicable to another college. Exceptions may occur if a goal is common to two or more colleges. However, this exception is likely to occur only for some outcomes of two or more colleges that serve similar student populations.)*

This brief review of a few examples of potential outcomes is not exhaustive. Other outcomes can be derived from an analysis of each college's goals. Some of the advantages claimed for an outcomes oriented PME will now be explored.

## ADVANTAGES OF AN OUTCOMES ORIENTATION

Proponents of an outcomes oriented PME suggest that it offers numerous advantages to an institution. The advantages they propose relate to five categories – quality, impact, accountability, productivity, and other.

***Quality.*** Instruction is usually considered to be the primary service provided by a community college. Other services include counseling and community service. Proponents suggest that an outcomes orientation will encourage college personnel to focus their attention and efforts more directly on the results of institutional services – as specified by institutional goals. Further, they reason that the quality of those institutional services will be improved as a consequence of focused attention and effort by college personnel.

***Impact.*** A person is never quite the same, after learning a concept, skill or value. The change occurs because what a student has learned can be referred to as an impact. When a college facilitates learning by a student, the student changes. When a student changes because of services provided by the college, the college has made an impact on that student.

Proponents say that an outcomes orientation will be more directly attuned to the college's impact on students, to both intended and actual changes. The reasoning follows that an increased awareness to changes in students will encourage adjustments to programs and services as needed to strengthen and improve their impact.

A community college also influences changes in, or has impact on, groups in its community other than students. A college has impact on employers, other educational institutions, community agencies, and residents of its service area. An outcomes oriented PME draws attention to a college's impact on those groups as well as its impact on students.

***Accountability.*** Groups outside each institution determine the amount and nature of resources the institution will have available over any extended period of time. Such groups may include a legislature, a state agency, or local taxpayers for public community colleges. Likewise, donors or a sponsoring body may determine resources available to a private community college. Each group that provides a major portion of the resources for a college typically wants feedback about how such resources were used. Proponents propose outcomes oriented PME as a means for obtaining information needed to assure these groups that the college is accountable for the resources they provide to it. Thus, outcomes oriented PME can contribute to an image that the college is managed efficiently and effectively.

***Productivity.*** Productivity pertains to the relationship between the results of an activity and the resources used to obtain those results. Proponents of an outcomes oriented PME point out that this relationship could be expressed more clearly and concisely if it were possible to measure a college's outcomes. Further, they claim that an outcome oriented PME would enable a college to measure its outcomes and consequently to determine and even improve its level of productivity.

***Other advantages.*** Proponents have cited other advantages of an outcomes orientation that relate to specific circumstances within a community college. An outcomes oriented PME would:

- *Help faculty members as well as administrators relate the outcomes of their own activities more directly to the needs of students and the community;*
- *Require that individual administrators become increasingly accountable by setting and achieving objectives;*
- *Permit job descriptions of administrators to state more clearly and specifically their expected duties and responsibilities;*
- *Give recognition to administrative offices as well as services and instructional programs that are highly productive;*
- *Yield objective information on which to base judgments when programs and services are evaluated;*
- *Provide an information base for improving institutional planning and budgeting;*
- *Enable news releases to present an image of the college that emphasizes its achievements;*
- *Give information to help develop marketing strategies that attract new students or hold present students; and*
- *Diagnose operating problems within the college and help structure ways to resolve them.*

Chapter 1.0 was an introduction to outcomes oriented PME. It presented a general perspective, dilemmas facing community colleges, examples of outcomes and advantages of an outcomes orientation.

Some technical considerations of an outcomes orientation – perspectives, concepts, tools and techniques – are examined in Chapter 2.0. Strategies for implementation – readiness factors, introducing the change, and stages of development – are considered in Chapter 3.0. Chapter 4.0 reviews recent efforts by two community colleges: Kalamazoo Valley Community College and College of the Mainland. Chapter 5.0 briefly summarizes the previous chapters . Illustrative tools and related readings appear in the appendices.

## 2.0 TECHNICAL CONSIDERATIONS

Some administrators carry out their duties based on their perceptions about what properly fits each situation they encounter. Others generalize somewhat by setting standard procedures they can apply for similar situations that occur repeatedly. A few administrators go even further and work out a system of concepts, tools and techniques from which they can choose. They believe that this system will assure a greater degree of consistency in their own actions for different situations that have common elements. The latter approach is more systematic than the other two approaches. It is also much more difficult to achieve.

Though initially more difficult to achieve, a systematic approach to administration has greater rewards for the individual who uses it. Further, an administrative team using a systematic approach in its administrative style will gain greater rewards for the institution as well as for members of the team.

Generally, the colleges that add an outcomes orientation to their PME system do so to obtain one or more advantages similar to those suggested in Chapter 1.0. An Outcomes oriented PME will enable administrators individually and the college's administrative team generally to move toward a more systematic approach to managing the institution.

This chapter examines some technical considerations – perspectives, concepts, tools, and techniques – that are typically incorporated in an outcomes oriented PME.

### PERSPECTIVES

There are several possible perspectives with which to view an administrative style, i. e., the patterns of administrative behavior, within a college. It is important to distinguish among those perspectives because doing so will enable one to specify the perspective in use when considering the concepts incorporated in an outcomes oriented PME. Specifying the perspective will help an administrator clarify his or her own attitude as well as the attitudes of others about this new, rather foreign, set of concepts.

The perspectives described here are not exhaustive for all functions of administrative practice. They relate to those perspectives involved in adding an outcomes oriented PME. The perspectives among which one should clearly distinguish include: share of accountability, types of outcomes, points of view, administrative processes, and organizational levels.

***Share of accountability.*** One typical aim in adding an outcomes oriented PME is to identify and use criteria that establish external accountability for the institution. Also it is often assumed that institutional accountability will, in turn, provide a basis for determining individual accountability. However, individual accountability need not be a direct concern for adding an outcomes orientation.

A general principle of accountability is used, either implicitly or explicitly, by most administrators. One can express that principle as: "An organization, or individual, should be held accountable for actual results in direct proportion to the relative influence it, or the person , has in determining those results." This principle can be used in deriving a criterion for determining the share of accountability that should be ascribed to an institution, program, or individual. The criterion, in question form, is: "What proportion of control is exercised over the resources, processes, or outcomes being considered?"

***Types of outcomes.*** The types of outcomes must be clearly specified to guide efforts within the college when adding an outcomes orientation. The three commonly accepted types of outcomes are: institutional, program, and individual. Individual outcomes are further distinguished between those of college personnel and those of students.

***Points of view.*** An outcomes oriented PME must be consistent about the point of view it incorporates and the balance among them. The four most commonly used points of view are those of the: student, public, board of trustees, and implementer.

The "student" point of view typically holds that students are clients or consumers served by the college. Thus, it is reasonable that their interests are of prime importance. Another point of view is that of the "public." This view emphasizes the services and benefits received by the community, state or other sponsor. This view often emphasizes the importance of wisely using resources available. The "board of trustees" point of view, including that of the president as its spokesman, is for the college as an institution. The institutional view typically seeks a balance among competing demands for more services, more resources, more accountability. The "implementer" point of view includes those of administrators, faculty, and staff who must use the outcomes orientation in their day-to-day work. This view is concerned with the expected contributions of, and constraints on, performance by personnel.

No one of these points of view can be ignored, of course. Yet one or more of them are likely to dominate at a particular time in a college. Whatever the point(s) of view chosen, it (they) should be used consistently as one of the criteria for identifying and measuring outcomes.

***Administrative processes.*** The administrative processes articulated by USOE include planning, management, and evaluation. These processes can readily be adopted as a framework for designing the conceptual model needed to add an outcomes orientation. The use of the term "management" poses a problem in some colleges. How that problem is resolved is not so important as that it is resolved. This term, and others, should be used consistently throughout a college that develops a PME system, especially one that is outcomes oriented. For some colleges, there is no difficulty in using the terms "management" and "administration" interchangeably. Others choose one or the other and use that term only. Still a few others define one of these terms as more comprehensive than the other. Whatever the choice, consistency in use will aid communication throughout the college.

***Organizational levels.*** The organizational level(s) at which an outcomes orientation will apply must be specified. Four distinct organizational levels commonly used include: community, institution, program, and transaction.

The "community" level refers to the environment or context in which the college exists and with which it interacts. The "institution" level pertains to the college as an entity in all its aspects – legal, functional, economic, etc. The "program" level is internal to the college and applies to the major programs, or functions, performed. The "transaction" level is the one at which discrete interactions – such as tax collections, registrations, placements – occur between the college and individuals or agencies in its external enviroment.

The next section presents concepts that should be incorporated into an outcomes orientation. The concepts are formulated into a conceptual model for college outcomes. Two of the perspectives presented above serve as dimensions of that model.

## CONCEPTS

Concepts related to the two dimensions of a model for college outcomes and the model itself are presented in this section. Concepts are presented as they relate to: administrative processes, a model for college administration, and the conceptual model for college outcomes.

***Concepts related to administrative processes.*** The three administrative processes – planning, managing, and evaluating – support and guide institutional performance at each organizational level. It is important to note that each administrator's performance relates to planning, managing, and evaluating, but may also include non-administrative duties as well. Likewise, the performance of other individuals who are not referred to as administrators may relate to one or more of these three administrative processes.

Each administrative process must have an end: a product. The product of a planning process includes statements of agreement about ***intention.*** The managing process produces ***achievements.*** The process of evaluating produces some degree of ***satisfaction*** with achievements as compared to intentions. These three concepts – intention, achievements, and satisfaction – provided the structure for one dimension of the conceptual model for college otucomes.

The planning process involves interpretation of expectations into intentions. Expectations may be held by individuals or groups either of which may be internal or external to the institution. The process becomes complex when it is necessary to interpret from the differing expectations among internal individuals and groups. However, that complexity becomes even more significant for a public institution which also attempts to balance internal and external expectations.

Implementation of agreements arrived at during planning is carried out through the process of managing. Managing involves using appropriate ***processes*** to transform available ***inputs*** into ***outputs.***

The evaluating process uses available ***information*** about the ***effect*** of institutional performance as the basis on which to make decisions about the degree of ***satisfaction.***

A conceptual model is needed to give structure and guidance to the addition of an outcomes orientation. Such a model cannot be created in isolation, however. Therefore,

a conceptual model for college administration is the prerequisite to creating a conceptual model for college outcomes. So, the first task is to discover or develop a model for administering the college.

***A conceptual model for college administration.*** The conceptual model for college administration can be formulated by combining two of the perspectives described in the previous section of this chapter. The administrative processes of planning, managing, and evaluating (PME) provide the structure for one dimension of the model. The second dimension was adapted from a social systems model that presents four organizational levels. The organizational levels used in the second dimension of the conceptual model for college administration are: community, institution, operation, and transaction. In outline form the conceptual model for college administration is represented graphically as:

| *Organizational* | *Administrative Process* | | |
|---|---|---|---|
| *Level* | *Planning* | *Managing* | *Evaluating* |
| Community | | | |
| Institution | | | |
| Program | | | |
| Transaction | | | |

More detail than this outline presents is needed to develop a conceptual model for college outcomes and relate the model to the administration of a college. Further examination of administrative processes, i.e., PME, at each organizational level is necessary.

The administrative process of planning can be defined as the process of interpreting expectations of others about the college into intentions by the college. For planning, the model should incorporate ***expectation***, techniques of ***interpretation***, and statements of ***intention***. This portion of the model can be presented as follows:

| *Organizational* | *Planning* | | |
|---|---|---|---|
| *Level* | *Expectation* | *Interpretation* | *Intention* |
| Community | Need | Purpose | Mission |
| Institution | Need | Role | Goals |
| Program | Need | Policies | Objectives |
| Transaction | Need | Procedures | Tasks |

A systems model was used to structure the management portion. Components of this system include: input, processes, and output. The following presentation summarizes the managing portion of the model:

| *Organizational* | *Managing* | | |
|---|---|---|---|
| *Level* | *Input* | *Processes* | *Output* |
| Community | Revenue | Functions | Achievements |
| Institution | Resources | Programs, Services | Outcomes |
| Program | Allocations | Activities | Outcomes |
| Transaction | Acquisitions | Actions | Milestones |

The third administrative process, evaluation, is seen as a process of using available ***information*** to determine the degree of ***satisfaction*** about institutional ***effectiveness*** Therefore, this portion of the model can be represented as follows:

| *Organizational* | *Evaluating* | | |
|---|---|---|---|
| *Level* | *Effect* | *Information* | *Satisfaction* |
| Community | Impact | Studies | Judgment |
| Institution | Benefits | Measures | Assessment |
| Program | Change | Measures | Opinion |
| Transaction | Events | Data Elements | Acceptance |

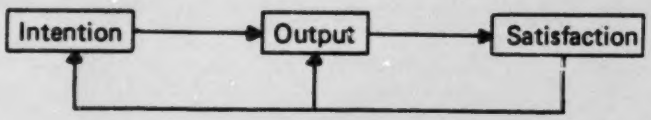
These models of the three administrative processes were then combined to obtain a comprehensive conceptual model for college administration. The comprehensive model provides a framework and set of conceptual relationships to which an outcomes model can relate. The conceptual model for college administration enabled a model for college outcomes to emerge.

***A conceptual model for college outcomes.*** A major premise provides the basis for designing the conceptual model for college outcomes. This premise is that each administrative process – planning, managing, and evaluating (PME) – must be oriented toward institutional outcomes.

Outcome oriented ***planning*** in this model means that statements of intent for the college should specify outcomes at all levels. Likewise, outcome oriented decisions for ***managing*** will lead to the best use of available resources as needed to produce institutional outcomes. Further, outcome oriented ***evaluating*** will enable better judgments about the outcomes actually produced by performance of both the institution and individuals.

The conceptual model for college outcomes is found within the model for college administration. Statements of ***intention*** guide decisions toward ***output*** about which the degree of ***satisfaction*** is determined. This flow of administrative processes becomes cyclical when future statements of intention are based in part on the degree of satisfaction

with previous output. Statements of intention are the products of planning, output is produced by managing, and evaluating determines the degree of satisfaction. In outline form, this flow is easy to diagram.




The cycle is repeated as frequently as needed for decision making at any level. Because schedules, budgets and other college processes are repeated annually, this cycle should be documented at least once each fiscal year.

Adding organizational levels to this cycle results in the conceptual model for college outcomes. It is reproduced below as extracted from the model for college administration.

| *Organizational* | *Outcome Oriented PME* | | |
|---|---|---|---|
| *Level* | *Intention* | *Output* | *Satisfaction* |
| Community | Mission | Achievements | Judgment |
| Institution | Goals | Outcomes | Assessment |
| Program | Objectives | Outcomes | Opinion |
| Transaction | Tasks | Milestones | Acceptance |

The conceptual model for college administration provided a source for extracting a cyclical model for college outcomes. The concepts incorporated in these models can be used, in turn, for developing tools and procedures needed to help improve the college's administrative capability.

The following section describes some of the tools that can be developed and used to add an outcomes orientation to a college's PME system.

## TOOLS

The outcomes model identifies concepts administrators need to more clearly communicate with each other about an outcomes orientation. It also suggests some terms that should be more clearly defined and used consistently. The model's framework can be used to show relationships among tools already in use, as well as relationships to those being developed. Further, the model can be used to identify other tools that will enable administrators to become more systematic in carrying out their duties. Additional tools needed relate to two categories: design and implementation.

***Tools related to design.*** Tools related to design of the outcomes oriented PME are for general use by administrators throughout the college . They include: the PME model, a glossary of terms, outcomes dictionary, and an inventory of measures.

The college's own unique PME model presents an overview of the system's design. This model must be carefully constructed so it relates to the unique needs of the college. The PME model for one institution, Kalamazoo Valley Community College (KVCC), is shown in ***Exhibit II-1***.

A glossary of terms should be developed for reference by the college's administrators. Terms should be included that have specialized meaning or use in the PME model. The definitions should be those that are used at the college. If the definitions also match those used at other colleges, so much the better. Terms that should be defined in the glossary include all those in the PME model plus others that may need clarification. Other terms may include administration, administrative guidelines, outcome measures, performance, policy, procedure, program, and service.

The outcomes dictionary identifies the primary outcomes intended for the college and defines each one in terms that are clearly understood by all administrators. An example, " Dictionary of KVCC Outcomes," is presented in the appendix.

The inventory of outcome measures should list all of the potential measures of outcomes for which data are readily available at the college. The " Inventory of Outcome Measures" used by KVCC is presented in the appendix. The inventory of outcome measures should be supplemented with a technical manual that describes the procedures for obtaining, processing and reporting each measure. An illustrative manual, ***The Outcomes and Procedures Manual,*** is available from the National Center for Higher Education Management Systems (NCHEMS).

A well designed PME system should have some means for relating measures to each of the institution's outcomes, KVCC uses a crosswalk for this purpose. KVCC's "Outcomes and Outcome Measures Crosswalk" is included in the appendix.

Other tools related to design should be developed when needed for understanding by administrators in a particular college. However, design is the beginning stage in adding an outcomes orientation to a PME system. Implementation of that orientation will require different tools.

***Tools related to implementation.*** Tools related to implementation may be used by relatively few people whose responsibilities include staff support for the outcomes orientation. Support responsibilities may be assigned to a line administrator or to a person in a staff role. The more successful PME systems share at least two common characteristics: (1) full commitment to success by the president, and (2) support by a staff person who has technical expertise, time devoted to this responsibility, and open communication with the president and first line administrators.

Fortunately, many tools related to implementation can be obtained from agencies outside the college. Most of those tools can even be used without modification. Examples include: the Institutional Goals Inventory (Educational Testing Service), a series of student questionnaires (NCHEMS), and the community impact study procedures manual (NCHEMS).

Kalamazoo Valley Community College

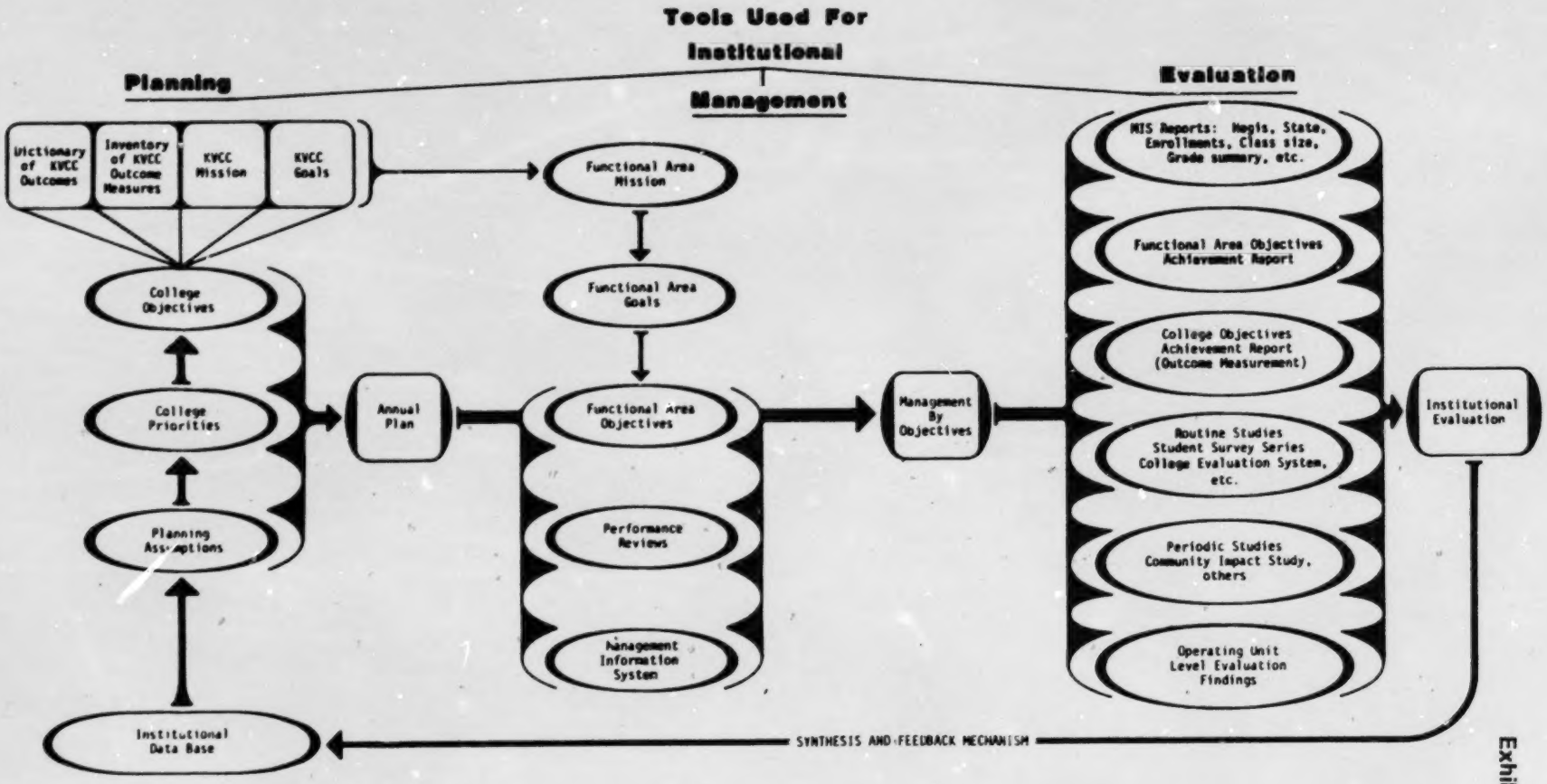



Exhibit II – 1

Other tools related to implementation must be developed within the college. An experienced institutional researcher, with technical assistance as needed, can develop most of the tools that are unique to the college. Examples of such tools are: routine institutional research studies, a model for annual institutional evaluation, a model for routine program evaluation, and an institutional data book (for use in planning and evaluation).

Tools for adding an outcome orientation relate to the system's design and implementation. Tools help administrators understand the underlying concepts and enable support staff to more effectively carry out assigned technical responsibilities.

## TECHNIQUES

An outcomes oriented PME has significance only to the extent that the behavior of all administrators can be seen by others as consistent with its concepts. Techniques help administrators change their patterns of behavior, their administrative style. The college can have an outcomes oriented PME for management only when the behavior patterns of administrators demonstrate a dominant focus on the outcomes of the institution, programs, or individuals. Thus, the importance of using administrative techniques that implement an outcomes orientation is readily apparent.

There are special techniques that administrators can use to add an outcomes orientation to each of the administrative processes – planning, managing, and evaluating.

***Planning techniques.*** An outcomes orientation can be added to the college's planning process by using some well-designed techniques that relate to formulation of annual objectives.

An objective that is complete has four components: outcome; measures of quality, quantity and costs; assignments of primary and support responsibilities; and a time frame, usually at least a target date for completion. There should be two groups of objectives for a college – routine and developmental (other terms used are innovative and problem solving).

Routine objectives can be formed using outcomes selected from the college's dictionary of outcomes plus agreed upon measures from its inventory of outcome measures. The procedure is rather straightforward, though quite foreign to most administrative teams. It involves a shaping process in which the staff support person prepares a first draft of routine objectives for preliminary review by the president and first line administrators. That draft is refined following initial discussions of each objective in turn. The refined draft is discussed again and then revised as many times as necessary to arrive at agreement on the complete set. The discussions may also involve participation by other administrators prior to final approval by the president. In some colleges, the board of trustees may be asked to review the final version of the routine objectives.

Developmental objectives are more difficult to formulate because their outcomes and some of the measures are uniquely determined each year. The general technique for formulating developmental objectives should be the same as for routine objectives. However, it is necessary to supplement that procedure with one that initially establishes the outcome to be achieved by each developmental objective and another that chooses the measures of quality, quantity and/or cost of each outcome. A series of workshops or surveys using a modified delphi technique are examples found successful at some colleges.

***Managing techniques.*** An outcomes oriented PME is best implemented through the day-to-day decisions of administrators. The nature of their decisions is noticeably different if they incorporate a dominant focus on outcomes as contrasted with some other focus. An outcomes oriented PME is not dependent upon any particular decision-making techniques, although some techniques tend to reinforce the focus on outcomes.

Use of college procedures manual or similar written reference will encourage efficient use of time by administrators and will tend to increase the consistency of decisions over time and among administrators. Further, the manual itself should be written to guide decisions toward a focus on outcomes.

Communication, particularly information feedback, is an important technique for encouraging an outcomes orientation. Periodic briefings for administrators should be arranged during the year – perhaps monthly or at least quarterly – about progress of the college on key measures of each routine and development objective. This technique can enable early detection of problems in time for corrective action. This technique also encourages communication among organizational units when one unit has primary responsibility for an objective and others are responsible for contributing support to the objective.

Colleges that use management by objectives (MBO) within their PME system find an outcomes orientation especially valuable. An outcomes orientation increases each administrator's awareness of intended results when formulating objectives as well as greater emphasis on measuring results actually achieved.

***Evaluating techniques.*** Evaluation of the performance by individuals, programs, and the institution is quite informal in most colleges, yet it occurs continously in every college. An outcomes orientation can enable the informal evaluations to focus more directly on a comparison of actual performance with the results that were intended. An outcomes orientation can also identify many optional techniques from which a college might choose in formalizing the evaluation process.

Techniques of evaluating can be formalized for application to the performance by individuals, programs and/or the institution. Formal techniques may be limited to samplings of opinion held by relevant individuals and groups. Or, they may involve elaborate data analysis techniques. It is more important that people affected by evaluation judgments see the techniques as fair than it is that techniques be seen as elaborate and time-consuming. In general, the more complex or controversial the performance being evaluated, the greater will be the pressure to formalize and sophisticate the techniques used.

There are two characteristics that are required for successful application of whatever techniques are selected for evaluating. The first characteristic is that evaluation become a routine process within the college so that it is a normal part of institutional life, rather than something invoked only when there is a problem. The second characteristic is that evaluation not only should yield information but the information must be used for decision making that will ***improve*** future performance rather than simply keep score on past performance.

There are several general techniques of evaluating the institution. Accrediting agencies typically send a team of evaluators to visit the college and prepare a written evaluation report following a self-study by the institution. Most colleges have annual audits of fiscal affairs. An outcomes orientation added to evaluations by external bodies such as these would yield valuable information that adminstrators could use for improving the institution. Few colleges have any routine formal evaluation techniques conducted internally.

An outcomes oriented PME requires that information from evaluations be available as part of the data base for subsequent planning and managing. Recently developed techniques for obtaining needed information have been used successfully. One technique involves a set of annual reports within the college that review achievements. These are then examined using techniques of discrepancy analysis to determine the difference between planned and actual performance on the outcome measures specified in the college's annual objectives. The result of this evaluation is summarized in the president's annual report to the board of trustees. The second technique involves a periodic community impact study. A community impact study determines the degree of awareness, use and satisfaction by several impact groups with the college's major programs and services. It also examines several types of impact by the college on each of those groups.

This chapter examined some of the technical considerations involved in an outcomes oriented PME. Several perspectives were described as a basis for presenting concepts that have been incorporated into this orientation. The concepts were related to administrative processes and conceptual models for college administration and college outcomes. Tools for adding an outcomes orientation related to the system's design and implementation. Techniques used for implementation were described for planning, managing, and evaluating a college.

Chapter 3.0 discusses implementation strategies that may be used by a college while initiating changes necessary to add an outcomes orientation to a PME system.

## 3.0 IMPLEMENTATION

An outcomes orientation should be added to a PME system only when doing so will yield some benefit or advantage to the college as well as to individual administrators. Another way of expressing the same guideline is that there should be some form of pay-off to the college and the people involved in its implementation.

The process for implementing change in a college or university is quite complex. It should be planned with sensitive attention to the people who will be affected. Further, skill is required to effectively implement change. An outcomes oriented PME is a change for any institution, especially so for one in which people are somewhat unaccustomed to such a focus. Thus, the process should be planned with appropriate sensitivity and implemented skillfully. Implementation of an outcomes oriented PME should recognize and deal with considerations related to readiness factors, strategies for introducing change and stages of development.

### READINESS FACTORS

A college that is considering the possible advantage of adding an outcome orientation to its PME system should weigh a number of factors before making the decision. Those factors generally relate to the readiness of the college and readiness of the administrators affected.

*College readiness.* A college that has a well designed PME system being developed or in operation is typically more receptive to adding an outcomes orientation. The PME checklist given in the appendix can be used to reveal information about the status of a college's PME system.

Another factor related to college readiness is the amount of money allocated from the general fund to support addition of an outcomes orientation. Most colleges will find that an outcomes orientation will require little, if any, more total money to operate after it has been initiated than if it were not present, though specifically earmarked funds tend to assure that the effort will be sustained. However, the start up costs, especially for design of the appropriate models and tools, will require significant amounts of special expenditures in the first year or two. Also, an outcomes orientation will require redirection of funds from other purposes to staff support for research and evaluation efforts. Likewise, it will require that administrators use their time differently in some respects, expecially for institutional planning, managing and evaluating.

Organizational stress is another factor related to the college's readiness for an outcomes orientation. Any change, particularly one that permeates an organization as extensively as an outcomes orientation must, will add organizational stress. A healthy organization has some degree of stress at all times. Perhaps an outcomes orientation should be delayed if the degree of stress becomes so great that it seriously infringes on the college's capacity to operate effectively.

There is seldom an ideal set of conditions for introducing a major change like an outcomes oriented PME. However, the timing and methods used should be determined after considering these and similar factors.

***Readiness of administrators.*** The president should consider advice from the administrators that will be affected and then determine their degree of readiness.

The experience of key individuals in administration and in their respective positions is a factor related to administrator readiness. There is probably no single generalization that will always apply. Some administrative teams with little experience are ready for the challenge an outcomes orientation can offer. Other administrative teams with decades of experience need a theme like outcomes orientation to structure their professional and organizational development, or to generate a spirit of renewal.

Forces that drive, as well as restrain, the addition of an outcomes orientation comprise another factor related to the readiness of administrators. Pressures felt from the board of trustees, state agencies, sponsoring bodies, etc. should be considered. Attitudes of people within the college should also be considered. Examples include public statements by faculty and/or administrator unions, influential committees, as well as findings of self-study and/or research studies.

After it has been determined that the college and administrators are sufficiently ready, the time has come to determine appropriate strategies for introducing the change.

## INTRODUCING THE CHANGE

The particular set of circumstances in a college will suggest which, among several possible strategies, is most appropriate.

If a PME system is being introduced, the outcomes orientation can be added as one component in that development project. The design of models, concepts, tools and techniques for the outcomes orientation can be incorporated into those for the PME system.

The design of an existing PME system should be reviewed after it has been in use for a few years. An outcomes orientation could be a natural follow-up to one of these reviews.

Some regional accrediting agencies currently emphasize the need for a college to understand and evaluate its outcomes. The need to add an outcomes orientation can be an expected finding of a self-study and/or report by an evaluation team.

Several states require that public colleges identify and measure their outcomes as part of the program budgeting process. An outcomes orientation is one way the college can prepare its response to those requests.

A few institutions have undertaken comprehensive institutional development projects. An outcomes orientation can be incorporated as part of a broad effort for institutional renewal.

## STAGES OF DEVELOPMENT

Addition of an outcomes orientation to a college's PME system is a relatively new field of interest. However, the experiences of colleges that have initiated this change already suggest the stages that should be completed following the "go" decision. Stages include: outcomes model, outcomes definition, measures identification, data handling procedures and systems interface.

***Outcomes model.*** The outcomes model designates how extensively the outcomes orientation will be incorporated into the PME system. It will indicate what organizational levels will be affected and it should include a time-phased plan of action.

***Outcomes definition.*** The specific outcomes for the college and for programs, if desired, should be specified and defined.

***Measures identification.*** Potential measures of quality, quantity and cost should be identified for the specified outcomes. An inventory of measures for which data are available and/or needed should be prepared.

***Data handling procedures.*** The procedure for obtaining, processing and reporting each measure should be documented.

***Systems interface.*** The most efficient and effective means for interfacing the several PME systems should be determined. Any needed adaptations should be made to each system.

Each of these stages must give proper attention to assisting administrators throughout the college understand and give shape to the outcomes oriented systems. This assistance will involve frequent research and in-service activities in the form of questionnaires, workshops, readings, and in some instance, visits to other colleges.

The development project itself should have a plan including a time-phased plan of action that shows approximate beginning and completion dates for each stage. Also, unless someone in the college has experience with outcomes, technical assistance, by someone outside the college, will likely be necessary during these very critical development stages.

This chapter examined implementation of an outcomes orientation to a college's PME system. The readiness factors that should be considered were identified as were potential strategies for introducing the change. Typical stages in moving toward an outcomes orientation were also described.

Recent efforts by Kalamazoo Valley Community College and College of the Mainland are described in the next chapter.

## 4.0 RECENT EFFORTS BY TWO COMMUNITY COLLEGES

Several colleges have recently strengthened the orientation toward outcomes in their PME systems. Among those colleges are: Kalamazoo Valley Community College at Kalamazoo, Michigan and College of the Mainland in Texas City, Texas. A brief overview of the efforts by these colleges is offered here. *

### KALAMAZOO VALLEY COMMUNITY COLLEGE

An extensive multi-year program of institutional development was initiated in 1974 by Kalamazoo Valley Community College (KVCC). Included among the several projects was an outcomes project that would enable the college's administrative practices to incorporate increased concern for institutional outcomes. The outcomes project was designed so that it could identify, measure, and use information about the college's outcomes.

The KVCC project passed through four phases during its period of development. Those phases were: planning, developing, refining, and implementing.

***Planning phase.*** The planning phase included several activities. The consultant from McManis Associates, Inc. interviewed administrators when the project began. He used the information about perceptions and expectations of the project given by interviewers to develop a tentative model. At about this time it became evident that documentation of the various management systems was needed. The documentation format chosen was a management systems manual with a section for each system, including outcome measures. An outcomes inventory was drafted by slightly modifying the structure developed by Dr. Sidney Micek at the National Center for Higher Education Management Systems (NCHEMS). Outcome variables was the first level of the inventory developed. Those variables were then compared to the college's mission and goals statement. A questionnaire was drafted to determine more specifically what information administrators thought they needed to make decisions. This technique was comparable to Micek's national "Outcome Measures Information Study." A progress report was used to conclude our planning phase. There was some overlap of activities in the planning phase with those of the developing phase.

***Developing phase.*** The developing phase included several mini-studies and product refinements that were carried out by the institutional research staff. The staff: (1) conducted a "need to know" study; (2) drafted the outcome measures inventory

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* The financial support for the project at each college included both local and Federal funds. The Federal funds were received by each college as part of a grant awarded by the United States Office of Education under the advanced institutional development program (AIDP) from Title III of the Higher Education Act.

that was previously outlined; (3) drafted and re-drafted the outcome measures section of the management systems manual; (4) identified some questions and issues related to how the project fit into the college operation; (5) drafted some definitions of terms; (6) outlined an outcome measures taxonomy; and (7) gave progress reports to administrators. These actions were preparatory for the refining phase.

***Refining phase.*** The refining phase also required a great deal of technical work by the research staff. The staff: (1) analyzed the discrepancies between outcomes data needed and college goals; (2) drafted a technical manual; (3) drafted a users' guide; (4) designed a community impact study to examine some environmental factors which affect administration of the college; (5) developed a dictionary of outcomes; (6) defined the roles of data managers; (7) prepared illustrative reports of outcomes measures data as a trial implementation; (8) conducted a users' workshop to help administrators learn some of the limitations, advantages, and possible uses of the data reported to them.

***Implementing phase.*** Technical work by research staff in this phase included: (1) completion of the outcome measures section in the management systems manual; (2) implementation of the technical procedures, and (3) the community impact study. Also in this phase administrators began to : use MBO as a medium for integrating the uses of outcome measures into the PME; and evaluate the college outcomes.

Results of the outcomes project were in three forms. Those results were in the form of concepts, products, and techniques that administrators use as part of the PME system.

## COLLEGE OF THE MAINLAND

At College of the Mainland (COM), it was discovered that college outcomes were shaped by the requirements and expectations of various forces both external and internal to the college. The external enviroment included Federal, regional, state and community forces. Examples of Federal forces included legislation related to affirmati re action and services to handicapped students and veterans. Likewise, it included regulations of various agencies such as those that provide funding in support of the college development and services. Examples of influence from the state included requests for reports of student follow-up studies, enrollment validation, and general audits. These external forces used information about outcomes to monitor activities of the college and evaluate its performance.

Internal forces resulted in attempts to respond to these external forces. Internal forces relating to college outcomes related largely to the setting and achieving of its mission, goals, and objectives by the college generally as well as its various operating units. It soon became apparent that objectives must shift in emphasis from process to the desired impact. There were two categories of mission and goals – educational and operational. The objectives for each category were written to emphasize outcomes and impact. Some of the objectives were routine and others were developmental. In the educational impact area, for example, a routine objective might be " eighty percent of all jobs in the

local community can be prepared through programs offered at the college." A developmental objective might be "course completion rate at the college will increase at the rate of 5% per year for the next five years." Then the strategies, milestones, budgets, reviews, and evaluations were formulated to carry out routine and developmental objectives in the educational impact area. Reviews and evaluations also provided the basis for further refining and modifying the objectives.

Examples of this shift in the focus can be found in the increased number of requests by faculty for workshops on "student retention." Another example is the increased number of departmental meetings directed to "student course completion rates."

Some early responses to this shift in interest were made by the college Career Center. It developed as its prime target all students who indicated "undecided" as their major. The objective was to convert all "undecided" students into specific program enrollees. The college advisement process responded also by changing from a "schedule-making" process to a "program-planning" process.

As the shift in focus gained additional support throughout the institution, there was need to identify college outcomes in terms of the performance of students. Development of an outcomes oriented system for planning, management and evaluation (PME) resulted as the COM response to external and internal forces.

This systematic approach, in turn, generated the need for decision-making to be based on sound information, especially on data relating to outcomes. Data based decision making for PME was essential because objectives, strategies, budgets, and milestones were, by definition, quantified. Moreover, needed data relied heavily on information about outcomes (or results). This orientation toward outcomes-oriented data was essential in order to support a feedback mechanism using measures that could make possible evaluation of institutional outcomes and impact.

Two stages in planning were identified. One was internal and involved establishing missions, goals, objectives, budget, progress reviews, and outcome measures. A feedback mechanism provides the basis for refinement of goals and objectives.

The external stage used information from national, regional, state, and community sources. That information was monitored continuously as a basis for evaluating performance and this then served as the basis for establishing missions. Thus the external stage led to, and linked with, the internal stage.

What happens when a progress review detects a deviation from planned progress? Three options exist. The first option is to change the objective. A second option is to change the resource allocation. And the third option is to abandon the objective, or the program.

Choice of those options is based on evaluation. Evaluation was the final assessment of actual outcomes and was distinct from the fourth quarter progress review. The evaluation used both measured data and assumptions about cause and effect.

The system of outcome oriented PME requires that objectives be set for one period of time, such as a fiscal year, then refined for subsequent time periods. This implies that final judgements are not made on a single set of measurements. Rather data are gathered over subsequent periods of time: several months, several quarters, or even several years. The dynamic quantification incorporating such trend data provides a basis for assessing general direction and trends of the outcome or the development of the institution, student, or organizational unit. Analysis of dynamically quantified objectives is quite complex. For example, each objective must be achieved within a complex set of external, internal, and other circumstances. An institutional objective to achieve a desired level of enrollment must be achieved within such external circumstances as: employment trends in the community, number of local high school graduates, percentage of high school graduates enrolling in community college, educational levels in communities served, types of training needs in local communities, types of training offered at the college, etc. Internal circumstances related to this same objective may include: ability of the college to attract people from specific target groups, the time of their attendance, their choice of programs, etc. Other circumstances related to this objective might pertain to optimum program size, population mix of the community, budgetary restrictions, etc.

## 5.0 SUMMARY

The introductory chapter promised that this manual would " . . . examine an ***outcomes orientation*** as the dominant focus for formulating improvements in a college's PME system." The same chapter continued by examining some of the dilemmas facing community college administrators and their patterns of response to those dilemmas. It was discovered that those responses were varied in the past, but have tended to focus on resources and/or processes. Now there is interest in adding a focus on the outcomes of institutions, programs, and individuals. Examples of outcomes were then given followed by advantages that are claimed for an outcomes orientation.

The second chapter described technical considerations that are typically incorporated in an outcomes oriented PME system. Considerations included the several perspectives involved; concepts that must be formulated into a model for college outcomes; tools needed by administrators throughout the college as well as those used primarily for technical purposes by the support staff; and techniques for adding an outcomes orientation to planning, managing, and evaluating.

Implementation of an outcomes orientation was reviewed in Chapter three. Factors related to readiness of the college and administrators were indentified. Then, several possible strategies for introducing the change were suggested. And finally, typical stages of development were described.

Recent efforts by two community colleges were briefly described in Chapter four. Kalamazoo Valley Community College incorporated increased concern for institutional outcomes in its PME. The project phases – planning, developing, refining and implementing – were described. College of the Mainland identified its outcomes in terms of performance by students. This systematic approach was an attempt to satisfy the increased need for data based decision making.

The appendix presents examples of tools used to implement outcomes oriented PME. It also includes a list of related readings.

# CHAPTER 6.0

# APPENDICES

KALAMAZOO VALLEY COMMUNITY COLLEGE

Dictionary of KVCC Outcomes

January 6, 1977

## I. TRANSMISSION OF KNOWLEDGE, SKILLS AND VALUES – EDUCATION

***Art forms.*** A display of human creativity prepared for presentation to students and non-students.

***Career guidance.*** Assistance which enables students to gain the skills, attitudes and knowledge necessary for career identification, obtaining career training, and seeking career opportunities.

***Classes.*** A clearly identified and organized instructional activity scheduled during a specific instructional term.

***Community service.*** All non-credit generating activities sponsored by the Office of Extended Educational Opportunities.

***Continuing education.*** Credit-generating, non-traditional courses which may or may not be part of a degree/certificate program, in which enrollment is not based on desire for a degree/certificate.

***Course performance.*** All grades awarded to students enrolled in college courses during a specified time period.

***Intercollegiate events.*** College sponsored physical activities for student participants, which are competitive with similar activities sponsored by other colleges, and are open to spectators.

***Intramural events.*** An organized physical, cultural or recreational activity which is sponsored by the college for student participants.

***Learning resource services.*** Supplementary instructional materials and assistance provided for student or employee use.

***Program completions.*** The fulfillment of all program plans and requirements as designated by a student and/or program counselor.

***Publications.*** Documents prepared by employees or students which are published for distribution outside the college.

*Referrals to community resources.* Recommendations to students for use of a community person or agency for specialized assistance not available from the college.

*Specialized instruction.* All programs, courses, and training activities for the employed, unemployed and underemployed which require some formal contract and are conducted through the Kalamazoo Valley Career Institute.

## II. APPLICATION OF KNOWLEDGE, SKILLS AND VALUES – SERVICE

*Articulation.* Current agreements between the college and other educational institutions which detail the transferability of credits and students from one institution to the other.

*Community development.* Non-educational services which contribute to the general welfare of the college service area.

*Facility use.* Community utilization of the physical plant for activities not conducted under the auspices of the college.

*Financial Aid.* Assistance to students in obtaining monies for paying educational expenses.

*Job referrals.* Assistance to students in obtaining employment.

## III. DISCOVERY OF NEW KNOWLEDGE, SKILLS AND VALUES – RESEARCH

*Artistic innovations.* New objects, musical compositions, or non-technical literature resulting from the creative activities of students or employees.

*Instructional innovations.* New products or methods designed for instructional purposes developed by students or employees.

*Studies.* Systematic inquiries conducted by employees or students which produce new knowledge and/or information.

*Technological innovations.* Inventions, patents, or improvements on existing machines or devices, by students or employees.

## IV. MAINTENANCE OF INSTITUTIONAL WELFARE – OPERATIONS

*Fiscal accountability for general fund.* Financial record keeping and control which meet all college, state and Federal regulations.

***Equipment replacement.*** Procurement of any machine, device, furnishing, or implement to take the place of a similar object already owned by the college.

***Institutional processes.*** Management procedures, policies and tools used by the college.

***New facilities.*** Construction of new, additions to existing, or modifications of existing buildings, grounds or recreation areas.

***Physical plant upkeep.*** Maintenance o. college facilities and equipment.

***Public relations.*** Communications with individuals or groups outside the college pertaining to the college purposes and performance.

***Staff development.*** Events conducted or supported by the college which are directed toward improving staff knowledge and skills related to job performance.

## KALAMAZOO VALLEY COMMUNITY COLLEGE

### Inventory of Outcome Measures

### January 6, 1977

**1.0 Instruction**

Number of:

1.01 Course offerings
1.02
1.03 Class sections scheduled
1.04
1.05 Class sections completed
1.06
1.07 Fiscal year equated students
1.08
1.09 Calendar year equated students
1.10
1.11 Students enrolled in credit courses
1.12
1.13 Registered credit hours
1.14
1.15 Class completions
1.16
1.17
1.18
1.19 Passing grades
1.20
1.21 Passing credits
1.22
1.23 Degrees awarded
1.24
1.25 Certificates awarded
1.26
1.27 Total activities sponsored for community service
1.28
1.29 Workshops conducted under community service
1.30
1.31 Total participants in community service activities
1.32
1.33 Dollars generated through community service activities
1.34
1.35 Courses conducted under continuing education
1.36
1.37 Students enrolled in continuing education courses

1.38
1.39 Credits generated through continuing education courses
1.40
1.41 Credit Hours registered through specialized instruction
1.42
1.43 Students enrolled in specialized instruction
1.44
1.45 Students passing specialized instruction credit courses
1.46
1.47 Training contracts for credit courses in specialized instruction
1.48
1.49 Training contracts for non-credit courses in specialized instruction
1.50
1.51 Training contracts for workshops in specialized instruction
1.52
1.53 Contacts made regarding potential training contracts
1.54
1.55 Students enrolled in Career Decision Making (FDC 100)
1.56
1.57 Students enrolled in Job Search Skills (FDC 281)
1.58
1.59 Annual student contact hours
1.60
1.61 Annual teacher contact hours
1.62
1.63 Headcount enrollment in non-credit courses

Cost of:

1.64
1.65 Classes
1.66
1.67 Community service
1.68
1.69 Continuing education
1.70
1.71 Specialized instruction
1.72
1.73 Program completions
1.74
1.75 Course completions

2.0 Research

Number of:

2.01 Studies requested of IMS
2.02
2.03 Studies reported by IMS

2.04
2.05 Studies reported by non-IMS staff
2.06
2.07 Technological innovations by staff
2.08
2.09 Artistic innovations by staff
2.10
2.11 Artistic innovations by students
2.12
2.13 Instructional innovations by staff
2.14
2.15 Publications by KVCC staff distributed through the bookstore as class materials
2.16
2.17 Publications by staff
2.18
2.19 Publications by students

Cost of:

2.20
2.21 Studies
2.22
2.23 Technological innovations
2.24
2.25 Artistic innovations
2.26
2.27 Instructional innovations

3.0 **Public Service**

Number of:

3.01 Dollars allocated to community development
3.02
3.03 Staff hours devoted to community development
3.04
3.05 Staff participating in community development activities
3.06
3.07 Community development activities conducted under college auspices
3.08
3.09 Agencies served by community development activities
3.10
3.11 Community gatherings scheduled using college facilities
3.12
3.13 Different groups served by college facilities
3.14
3.15 Hours physical education facilities are available for community use
3.16
3.17 Consultations to community by college staff

Cost of:

3.18
3.19 Community development
3.20
3.21 Facility use

**4.0 Academic Support**

Number of:

4.01 Students using Future Shoppe
4.02
4.03 Tests administered through Learning Lab per FTE students
4.04
4.05 Learning Lab student contacts
4.06
4.07 Services offered by the Learning Lab
4.08
4.09 Faculty requests for Learning Lab services, by course
4.10
4.11 Learning Resource Center student contacts
4.12
4.13 Learning Resource Center services
4.14
4.15 Volumes held by Learning Resources
4.16
4.17 Volumes added to Learning Resources
4.18
4.19 Microfilm reels held by Learning Resources
4.20
4.21 Microfilm reels added to Learning resources
4.22
4.23 Microfiche items held by Learning Resources
4.24
4.25 Microfiche items added to Learning Resources
4.26
4.27 Periodical titles held by Learning Resources
4.28
4.29 Periodical titles added to Learning Resources
4.30
4.31 Physical units of inventoried hardware (A-V equipment) held by Learning Resources
4.32
4.33 Physical units of inventoried hardware (A-V equipment) added to Learning Resources
4.34
4.35 Circulation transactions per FTE faculty
4.36
4.37 Circulation transactions per FTE students

4.38
4.39 Audio-visual materials checked out per FTE faculty
4.40
4.41 Audio-visual materials checked out per FTE students
4.42
4.43 Audio-visual material deliveries made per FTE faculty
4.44
4.45 Reference questions handled per FTE faculty
4.46
4.47 Reference questions handled per FTE students
4.48
4.49 Students who received library orientation or instruction in the use of the library
4.50
4.51 Supplementary source materials requests per FTE faculty
4.52
4.53 Supplementary source materials requests per FTE student
4.54
4.55 Reserve requests per FTE faculty
4.56
4.57 Reserve materials checked out per FTE student
4.58
4.59 Films rented or borrowed per FTE faculty
4.60
4.61 Audio-visual previews per FTE faculty
4.62
4.63 Audio-visual productions produced by the LRC
4.64
4.65 Days open for service (LRC)
4.66
4.67 Hours open for service (LRC)
4.68
4.69 Soft-ware productions by media services
4.70
4.71 Hours open for service (media services)
4.72
4.73 Equipment repair requests filled by media services
4.74
4.75 Printing work orders
4.76
4.77 Days open during the year (Learning Lab)
4.78
4.79 Hours open during the week (Learning Lab)
4.80
4.81 Students who attended Study-Skills workshops
4.82
4.83 Instructional units circulated
4.84
4.85 Student records handled for in-lab courses
4.86
4.87 Activities conducted for faculty development

4.88
4.89 Activities conducted for administrator development
4.90
4.91 Activities conducted for service staff development
4.92
4.93 Non-in-house activities for all administrators
4.94
4.95 Faculty on sabbatical leave
4.96
4.97 Administrators on sabbatical leave

Cost of:

4.98
4.99 Learning resource services
4.100
4.101 Staff development

## 5.0 Student Service

Number of:

5.01 Program plans completed
5.02
5.03 Program plans approved
5.04
5.05 Students with approved program plans
5.06
5.07 Admissions interviews scheduled
5.08
5.09 Admissions interviews scheduled and held
5.10
5.11 Drop-in admissions interviews held
5.12
5.13 Personal counseling sessions scheduled
5.14
5.15 Personal counseling sessions scheduled and held
5.16
5.17 Drop-in personal counseling sessions held
5.18
5.19 Program counseling sessions scheduled
5.20
5.21 Program counseling sessions scheduled and held
5.22
5.23 Drop-in program counseling sessions held
5.24
5.25 Students referred to community resources
5.26
5.27 Community resources used for student referrals
5.28
5.29 Articulation meetings held

5.30
5.31 Articulation agreements updated
5.32
5.33 New articulation agreements
5.34
5.35 Articulation bulletins
5.36
5.37 Student requests for job placement
5.38
5.39 Students referred for job interviews
5.40
5.41 Job interview referrals
5.42
5.43 Students employed through job referrals
5.44
5.45 Prospective employer contacts for student placement
5.46
5.47 Prospective employers contacted
5.48
5.49 Intercollegiate athletic events scheduled
5.50
5.51 Intercollegiate athletic student participants by event
5.52
5.53 Student participants in intercollegiate athletics
5.54
5.55 Intramural events scheduled
5.56
5.57 Intramural events held
5.58
5.59 Intramural student participants by category
5.60
5.61
5.62
5.63 Art form presentations scheduled
5.64
5.65 Art form presentations held
5.66
5.67 Student participants in art form presentations
5.68
5.69 Staff participants in art form presentations
5.70
5.71 Art form student participants by presentation
5.72
5.73 Art form spectators for controlled events
5.74
5.75
5.76
5.77
5.78
5.79 Intercollegiate spectators by event

Cost of:

5.80
5.81 Art form presentations
5.82
5.83 Intramural events
5.84
5.85 Intercollegiate events
5.86
5.87 Career guidance
5.88
5.89 Job referrals
5.90
5.91 Articulation

**6.0 Institutional Support**

Number of:

6.01 Gross square feet of buildings operated and maintained at a reasonable level of care
6.02
6.03 Acres of grounds maintained at a reasonable level of care
6.04
6.05 Acres maintained under moderate care
6.06
6.07 Acres maintained under intensive care
6.08
6.09 Miles of roadways maintained
6.10
6.11 Miles of sidewalks maintained
6.12
6.13 Acres of parking lots maintained
6.14
6.15 Total dollars of revenue
6.16
6.17 Total dollars expended
6.18
6.19 Exceptions in college auditor report
6.20
6.21 News releases produced
6.22
6.23 News releases used by the Kalamazoo Gazette
6.24
6.25 News media outlets utilized
6.26
6.27 Public service broadcasts produced
6.28
6.29 Paid advertisements

6.30
6.31 College publications produced
6.32
6.33 College-sponsored public relations activities
6.34
6.35 Institutional objectives set
6.36
6.37 Institutional objectives achieved
6.38
6.39 Functional areas using MBO for administrators
6.40
6.41 Plant modifications
6.42
6.43 Plant expansions

Cost of:

6.44
6.45 Maintenance
6.46
6.47 Plant expansion
6.48
6.49 Plant modification
6.50
6.51 New equipment
6.52
6.53 Replacement equipment
6.54
6.55 Public relations

**7.0 Independent Operations**

(does not apply to KVCC at this time)

**8.0 Financial Aid**

Number of:

8.01 Students receiving direct assistance
8.02
8.03 Dollars in direct assistance
8.04
8.05 Students receiving work study assistance
8.06
8.07 Dollars in work study assistance
8.08
8.09 Work study positions available
8.10
8.11 Students receiving direct loans
8.12
8.13 Dollars in direct loans

8.14
8.15 Financial aid counseling sessions scheduled
8.16
8.17 Financial aid counseling sessions scheduled and held
8.18
8.19 Drop-in financial aid counseling sessions held
8.20
8.21 Sources of financial aid
8.22
8.23 Total dollars received by students for financial aid
8.24
8.25 Students receiving financial aid
8.26
8.27 Dollars allotted for administration of financial aid
8.28
8.29 Dollars allotted by KVCC for student financial aid
8.30
8.31 Dollars distributed in financial aid, as a percentage of dollars available
8.32
8.33 Students who receive financial aid, as a percentage of students eligible for assistance

Cost of:

8.34
8.35 Financial aid

## KALAMAZOO VALLEY COMMUNITY COLLEGE

### Outcomes and Outcome Measures Crosswalk

**January 6, 1977**

The outcomes listed below refer to each outcome defined in the "Dictionary of KVCC Outcomes." The numbers associated with each outcome reference measures listed in the KVCC "Inventory of Outcome Measures." This crosswalk is intended as a tool for administrators as college objectives are written each year.

| OUTCOME | MEASURES |
|---|---|
| Art forms: | 5.63, 5.65, 5.67, 5.69, 5.71, 5.73, 5.81 |
| Career guidance: | 1.55, 1.57, 4.01, 5.07, 5.09, 5.11, 5.13, 5.15, 5.17, 5.19, 5.21, 5.23, 5.87 |
| Classes: | 1.01, 1.03, 1.05, 1.07, 1.09, 1.11, 1.13, 1.15, 1.17, 1.65 |
| Community service: | 1.27, 1.29, 1.31, 1.33, 1.67 |
| Continuing education: | 1.35, 1.37, 1.39, 1.69 |
| Course performance: | 1.15, 1.17, 1.19, 1.21, 1.59, 1.61, 1.63, 1.65 |
| Intercollegiate events: | 5.49, 5.51, 5.53, 5.79, 5.85 |
| Intramural events: | 5.55,5.57, 5.59, 5.61, 5.83 |
| Learning resource services: | 4.01, 4.03, 4.05, 4.07, 4.09, 4.11, 4.13, 4.15, 4.17, 4.19, 4.21, 4.23, 4.25, 4.27, 4.29, 4.31, 4.33, 4.35, 4.37, 4.39, 4.41, 4.43, 4.45, 4.47, 4.49, 4.51, 4.53, 4.55, 4.57, 4.59, 4.61, 4.63, 4.65, 4.67, 4.69, 4.71, 4.73, 4.75, 4.77, 4.79, 4.81, 4.83, 4.85, 4.99 |
| Program completions: | 1.23, 1.25, 1.73, 5.01 |
| Publications | 2.15, 2.17, 2.19 |
| Referrals to community resources: | 5.25, 5.27 |
| Specialized instruction: | 1.41, 1.43, 1.45, 1.47, 1.49, 1.51, 1.53, 1.71 |
| Articulation: | 5.29, 5.31, 5.33, 5.35, 5.91 |

| | |
|---|---|
| Community development: | 3.01, 3.03, 3.05, 3.07, 3.09, 3.17, 3.19 |
| Facility use: | 3.11, 3.13, 3.15, 3.21 |
| Job referrals: | 5.37, 5.39, 5.41, 5.43, 5.45, 5.47, 5.89 |
| Artistic innovations: | 2.09, 2.11, 2.25 |
| Instructional innovations: | 2.13, 2.15, 2.27 |
| Studies: | 2.01, 2.03, 2.05, 2.21 |
| Technological innovations: | 2.07, 2.23 |
| Fiscal accountability for general fund: | 6.15, 6.17, 6.19 |
| Equipment replacement: | 6.53 |
| Institutional processes: | 6.35, 6.37, 6.39 |
| New facilities: | 6.41, 6.43, 6.47, 6.49 |
| Physical plant upkeep: | 6.01, 6.03, 6.05, 6.07, 6.09, 6.11, 6.13, 6.45 |
| Public relations: | 6.21, 6.23, 6.25, 6.27, 6.29, 6.31, 6.33, 6.55 |
| Staff development: | 4.87, 4.89, 4.91, 4.93, 4.95, 4.97, 4.101 |

# PME CHECKLIST

## A. PROCESSES

### PLANNING

| | Yes | Being Developed | No | Don't Know |
|---|---|---|---|---|
| 1. Does your institution have a clearly defined and systematic planning system? | ☐ | ☐ | ☐ | ☐ |
| a. For long range planning (10 years or longer)? | ☐ | ☐ | ☐ | ☐ |
| b. For short range planning (5 years or less)? | ☐ | ☐ | ☐ | ☐ |
| c. For establishing a facilities and campus master plan? | ☐ | ☐ | ☐ | ☐ |
| d. For establishing an academic and program master plan? | ☐ | ☐ | ☐ | ☐ |
| e. For establishing a financial master plan? | ☐ | ☐ | ☐ | ☐ |
| 2. Does your institution have a systematic process for setting and periodically reviewing institutional mission and goals statements? | ☐ | ☐ | ☐ | ☐ |
| 3. Does your institution have a systematic process for setting one and five year institutional objectives? | ☐ | ☐ | ☐ | ☐ |
| 4. Does your institution have a systematic process for setting one year individual objectives for staff? | ☐ | | ☐ | ☐ |

### MANAGEMENT

| | | | | |
|---|---|---|---|---|
| 1. Do you have an effective MBO system for communicating, delegating and coordinating managerial work? | ☐ | ☐ | ☐ | ☐ |
| 2. If not MBO, is there a systematic process for delegating work and authority for communicating this effectively to employees? | ☐ | ☐ | ☐ | ☐ |
| 3. Is the management process directly linked to the planning and evaluation processes so that there is no "slippage" or chance for "wasted effort"? | ☐ | ☐ | ☐ | ☐ |
| 4. Is the decision-making process clearly defined and communicated effectively to all in the institution? | ☐ | ☐ | ☐ | ☐ |
| 5. Are job responsibilities clearly defined and regularly reviewed? | ☐ | ☐ | ☐ | ☐ |
| 6. Is there a clearly defined governance structure clarifying the roles of the president, board, administration, faculty, staff and students? | ☐ | ☐ | ☐ | ☐ |

| | Yes | Being Developed | No | Don't Know |
|---|---|---|---|---|
| 7. Is there a clearly defined process for developing the institutional budget? | ☐ | ☐ | ☐ | ☐ |
| 8. Is there a professional development program for institutional managers? | ☐ | ☐ | ☐ | ☐ |
| 9. Are there clearly delineated transactional information systems to support mid and lower level managers? | ☐ | ☐ | ☐ | ☐ |
| 10. Is there a well defined management information system to provide information to top level decision makers? | ☐ | ☐ | ☐ | ☐ |
| 11. Is there a well developed and understood functional plan for evaluating individual managerial effectiveness? | ☐ | ☐ | ☐ | ☐ |

## EVALUATION

| | | | | |
|---|---|---|---|---|
| 1. Is there a systematic and routine plan and process to evaluate institutional effectiveness which is linked to goals and objectives? | ☐ | ☐ | ☐ | ☐ |
| 2. Is there a clearly defined list of institutional outcomes linked to the institutional objectives? | ☐ | ☐ | ☐ | ☐ |
| 3. Are there regular follow up studies of graduates and "early leavers"? | ☐ | ☐ | ☐ | ☐ |
| 4. Do you request a management letter with the annual financial audit? | ☐ | ☐ | ☐ | ☐ |
| 5. Do you have a system for obtaining regular objectives outside program audits (3-5 years) on major college programs? | ☐ | ☐ | ☐ | ☐ |
| 6. Is evaluative information linked to the institutional MIS and routinely fed back to institutional planners? | ☐ | ☐ | ☐ | ☐ |

## B. OUTCOMES OR PRODUCTS OF A PME SYSTEM

| | Essential | Desirable |
|---|---|---|
| Institutional Mission Statement | ____ | ____ |
| Institutional Goals Statement | ____ | ____ |
| Institutional One Year Objectives | ____ | ____ |
| Institutional Five Year Objectives | ____ | ____ |
| Master Plan for College Facilities | ____ | ____ |
| Academic and Program Master Plan | ____ | ____ |
| Organizational Chart of Institution | ____ | ____ |
| Job Descriptions for all Positions | ____ | ____ |
| Document Defining Governance and Decision-Making Structure | ____ | ____ |
| Needs Assessment Study for Institution | ____ | ____ |
| Annual Financial Audit | ____ | ____ |
| Annual Management Letter from Auditor | ____ | ____ |
| Regular Follow Up Studies on Graduates | ____ | ____ |
| Administrator Code of Ethics | ____ | ____ |
| Clearly Stated Institutional Budget Process | ____ | ____ |
| Annual Institutional Budget Keyed to Objectives | ____ | ____ |
| List of Institutional Outcome Measures | ____ | ____ |
| One Year Objectives for all Administrators and Faculty | ____ | ____ |
| An Institutional Research Officer and/or Office | ____ | ____ |
| Regular (3-5 year) Program Audits on Non-financial Programs and Areas | ____ | ____ |

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CLEARINGHOUSE FOR
JUNIOR COLLEGES